

Calhoun Falls High

P.O. Box 336

Calhoun Falls, SC 29628

Grades 6-12 Middle School

Enrollment 297 Students

Principal Nelson Gibson 864-447-8014

Superintendent Dr. Ivan Randolph 864-459-5427

Board Chair Dr. Allen Kolb 864-366-9094

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	12	29	5

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

N/A

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Unsatisfactory	Unsatisfactory	N/A
2003	Below Average	Average	No
2004	Average	Good	Yes
2005	Below Average	Unsatisfactory	N/A

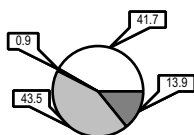
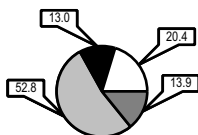
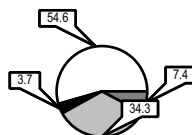
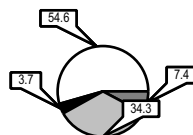
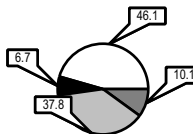
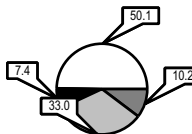
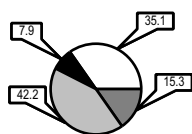
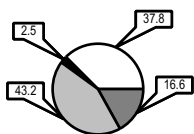
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

99.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	118	100.0	41.7	43.5	13.9	0.9	20.4		
Gender									
Male	56	100.0	56.6	35.8	7.5	0.0	11.3		
Female	62	100.0	27.3	50.9	20.0	1.8	29.1		
Racial/Ethnic Group									
White	45	100.0	35.7	38.1	23.8	2.4	33.3		
African American	72	100.0	46.2	46.2	7.7	0.0	12.3		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	107	100.0	38.0	46.0	15.0	1.0	22.0		
Disabled	11	100.0	I/S	I/S	I/S	I/S	I/S		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	118	100.0	41.7	43.5	13.9	0.9	20.4		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Limited English Proficient	117	100.0	42.1	43.0	14.0	0.9	20.6		
Socio-Economic Status									
Subsidized meals	88	100.0	45.7	43.2	9.9	1.2	16.0		
Full-pay meals	30	100.0	29.6	44.4	25.9	0.0	33.3		

Mathematics – State Performance Objective = 36.7%									
All Students	118	100.0	20.4	52.8	13.9	13.0	37.0		
Gender									
Male	56	100.0	22.6	49.1	18.9	9.4	37.7		
Female	62	100.0	18.2	56.4	9.1	16.4	36.4		
Racial/Ethnic Group									
White	45	100.0	11.9	45.2	23.8	19.0	50.0		
African American	72	100.0	26.2	58.5	7.7	7.7	27.7		
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S		
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Disability Status									
Not Disabled	107	100.0	17.0	54.0	15.0	14.0	40.0		
Disabled	11	100.0	I/S	I/S	I/S	I/S	I/S		
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	118	100.0	20.4	52.8	13.9	13.0	37.0		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Limited English Proficient	117	100.0	20.6	53.3	14.0	12.1	36.4		
Socio-Economic Status									
Subsidized meals	88	100.0	23.5	56.8	8.6	11.1	30.9		
Full-pay meals	30	100.0	11.1	40.7	29.6	18.5	55.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	118	100.0	54.6	34.3	7.4	3.7	11.1
Gender							
Male	56	100.0	58.5	32.1	7.5	1.9	9.4
Female	62	100.0	50.9	36.4	7.3	5.5	12.7
Racial/Ethnic Group							
White	45	100.0	33.3	47.6	14.3	4.8	19.0
African American	72	100.0	67.7	26.2	3.1	3.1	6.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	107	100.0	53.0	35.0	8.0	4.0	12.0
Disabled	11	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	54.6	34.3	7.4	3.7	11.1
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	117	100.0	54.2	34.6	7.5	3.7	11.2
Socio-Economic Status							
Subsidized meals	88	100.0	60.5	30.9	6.2	2.5	8.6
Full-pay meals	30	100.0	37.0	44.4	11.1	7.4	18.5

Social Studies							
All Students	118	100.0	54.6	34.3	7.4	3.7	11.1
Gender							
Male	56	100.0	58.5	30.2	5.7	5.7	11.3
Female	62	100.0	50.9	38.2	9.1	1.8	10.9
Racial/Ethnic Group							
White	45	100.0	38.1	42.9	9.5	9.5	19.0
African American	72	100.0	64.6	29.2	6.2	0.0	6.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	107	100.0	53.0	35.0	8.0	4.0	12.0
Disabled	11	100.0	I/S	I/S	I/S	I/S	I/S
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	54.6	34.3	7.4	3.7	11.1
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	117	100.0	54.2	34.6	7.5	3.7	11.2
Socio-Economic Status							
Subsidized meals	88	100.0	59.3	30.9	8.6	1.2	9.9
Full-pay meals	30	100.0	40.7	44.4	3.7	11.1	14.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	41	100.0	55.0	27.5	17.5	N/A	17.5
	7	43	100.0	42.9	42.9	14.3	N/A	14.3
	8	46	100.0	40.9	47.7	9.1	2.3	11.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	28	100.0	65.4	23.1	11.5	0.0	11.5
	7	43	100.0	35.0	45.0	20.0	0.0	20.0
	8	47	100.0	33.3	54.8	9.5	2.4	11.9
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	41	100.0	25.0	42.5	17.5	15.0	32.5
	7	43	100.0	19.0	40.5	28.6	11.9	40.5
	8	46	100.0	27.3	52.3	13.6	6.8	20.5
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	28	100.0	19.2	65.4	7.7	7.7	15.4
	7	43	100.0	17.5	40.0	15.0	27.5	42.5
	8	47	100.0	23.8	57.1	16.7	2.4	19.0
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	28	100.0	73.1	15.4	7.7	3.8	11.5
	7	43	100.0	42.5	45.0	7.5	5.0	12.5
	8	47	100.0	54.8	35.7	7.1	2.4	9.5
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	28	100.0	42.3	42.3	11.5	3.8	15.4
	7	43	100.0	55.0	30.0	10.0	5.0	15.0
	8	47	100.0	61.9	33.3	2.4	2.4	4.8

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 297)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	14.3%	15.5%
Retention rate	5.8%	Down from 10.1%	3.5%	3.0%
Attendance rate	96.3%	Down from 96.6%	95.7%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.4%	Up from 3.1%	4.8%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.4%	Up from 3.1%	5.2%	4.6%
Eligible for gifted and talented	0.0%	Down from 2.0%	13.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.1%	Down from 9.2%	14.4%	13.6%
Older than usual for grade	7.4%	Down from 7.6%	5.6%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.0%	Up from 1.5%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	53.6%	Up from 37.9%	48.9%	51.8%
Continuing contract teachers	82.1%	Down from 93.1%	80.0%	78.1%
Highly qualified teachers	87.5%	Up from 87.0%	88.9%	89.6%
Teachers with emergency or provisional certificates	0.0%	Down from 3.6%	7.2%	6.0%
Teachers returning from previous year	87.0%	Up from 82.2%	84.4%	85.4%
Teacher attendance rate	96.9%	Up from 95.9%	94.8%	94.9%
Average teacher salary	\$39,542	Up 3.4%	\$40,117	\$41,328
Prof. development days/teacher	6.1 days	Up from 5.6 days	11.8 days	11.5 days
School				
Principal's years at school	12.0	Up from 11.0	3.0	3.0
Student-teacher ratio in core subjects	16.1 to 1	Down from 18.2 to 1	20.8 to 1	21.3 to 1
Prime instructional time	92.3%	Up from 91.9%	89.0%	89.3%
Dollars spent per pupil*	\$6,839	Up 4.6%	\$5,773	\$6,022
Percent of expenditures for teacher salaries*	62.0%	No change	62.8%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	96.4%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	94.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Both the high school and middle school continued to show progress from the previous year. The high school absolute rating was good with an improvement rating of excellent. The middle school absolute rating was average with an improvement rating of good. Both schools met AYP requirements.

We continued programs from the previous year that had been successful, including our after school programs which provided homework assistance and enrichments for students in all grades, 6-12. Financial assistance from the State Department of Education provided assets for professional development programs and an additional teacher specialist concentrating on reading and language arts. Working closely with our School Improvement Council, we continued stressing academic programs designed to help all students, striving to close all achievement gaps.

Our goal is to continue building on our successes and continue our forward progress.

Nelson Gibson
Principal
Calhoun Falls High School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	43	28
Percent satisfied with learning environment	92.6%	53.5%	80.8%
Percent satisfied with social and physical environment	96.3%	60.5%	92.6%
Percent satisfied with school-home relations	66.7%	62.8%	50.0%

*Only students at the highest middle school grade level at this school and their parents were included.